

TKT tests

Ways students are motivated

- A** This makes students feel that the course is well organised.
- B** Students feel more comfortable when talking about what they know best – themselves!
- C** Students like to hear they have done well.
- D** Using their imagination can help students to get more involved in their fluency work.
- E** Students often like 'being the teacher' and explaining things to other students.
- F** I find this allows me to keep students' attention by quickly changing the pace of the lesson.

Things the teacher does

- 41** I sometimes get my students to choose a general interest topic to research and give mini-presentations on.
- 42** I connect some of the texts and speaking topics in the coursebook to my students and their lives.
- 43** I have some favourite 'five-minute' fun activities ready for whenever I need them.
- 44** I tell my students each week what they're going to study.
- 45** I use drama and role-play in the classroom.

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I focus on the language I use to make sure it is correct.

- A memorising
- B revising
- C self-monitoring

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If I don't know a word, I try to work it out from the rest of the sentence.

- A paraphrasing
- B using linguistic clues
- C translating

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I make notes about how native speakers use English in films and TV shows.

- A paying attention to language use
- B organising learning aids
- C predicting content from the situation

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I keep small cards with new expressions on them and test myself on them when I'm travelling to work.

- A developing routines for revision
- B experimenting with language
- C accepting correction

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If I don't know what something means, I look it up.

- A focusing on collocations
- B using opportunities for practice
- C consulting reference materials

Learning styles

- A** visual
- B** auditory
- C** kinaesthetic

Learners' preferences

51 I like it when the teacher gives me a card with a word or phrase on and I have to act it out for the rest of the class to guess the word.

52 I enjoy putting new vocabulary into a table or diagram. It helps me to remember words.

53 If we find a new word while we're reading, the teacher often writes it on the board. But I always ask her to say it too and I repeat it a couple of times.

54 Sometimes we cover our eyes and the teacher asks us to pick an object out of a bag. Then we have to try to describe it. It's a really good way of learning.

55 I collect magazines and cut out the photos I like. They're very useful for getting ideas for telling stories.

Teaching approaches

- A** Test-teach-test
- B** Presentation, Practice and Production
- C** Task-based Learning

Learners' preferences

56 real beginners who prefer a structural approach and like to have a clear focus on new language

57 those learners who just want to communicate, using all the language they know to convey meaning

58 learners who like to study grammar and lexical patterns and check what they already know

59 learners at a higher level who enjoy doing exercises on language but have already studied the structures

60 learners who enjoy doing extended pieces of work such as project work

61 learners who are not confident about experimenting with language or those who have little exposure to English

Presentation techniques

- A** getting students to use grammar in a controlled way
- B** highlighting the language focus and aim of the lesson
- C** getting students to focus on the target language through the context of a listening activity
- D** raising students' awareness of differences in register
- E** getting students to focus on pronunciation of the target language
- F** setting up the situation
- G** encouraging students to analyse structural patterns

Sequence of classroom activities

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The teacher wrote the topic of the day's lesson on the board: 'Making requests'.

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The teacher asked some students to tell the class about important requests they had made in their lives.

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The students did an exercise completing gaps in sentences with the correct forms of requesting verbs.

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The teacher elicited whether words and phrases like *can*, *could* and *would you mind* were followed by the base form or verb+ *-ing* in the sentences.

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The teacher asked students to tell her which forms would be used in particular contexts, e.g. speaking to your friend; speaking to your teacher; etc.

67

The teacher drilled the sentences chorally, paying attention to connected speech.